

Exploring Expository Text

Lesson Organizer

Lesson Synopsis	Students read, analyze, and make connections to real world informational text. Students synthesize information about a current event from several different resources, formulate an opinion, and support their opinion in an analytical essay.	
Performance Indicators	<ul style="list-style-type: none"> After reading an expository text about a specific current event, prepare a visual representation (e.g., slide presentation) to summarize key ideas. In small groups focused on the same event, present the information and synthesize the ideas between the texts. Draw a conclusion about the event and use the writing process to individually write an analytical essay using textual evidence to support understanding. (E1.Fig19A, E1.Fig19B; E1.8A; E1.9A, E1.9B, E1.9C, E1.9D; E1.13A, E1.13B, E1.13C; E1.15Ai, E1.15Aii, E1.15Aiii, E1.15Aiv, E1.15Av; E1.17Ai, E1.17Aii, E1.17C; E1.18B, E1.18Bii, E1.18Biii) ELPS 1E, 1H, 2C, 2D, 2E, 2G, 2H, 2I; 3C, 3D, 3E, 3F, 3G, 3H, 3J; 4F, 4G, 4I, 4J, 4K Write multiple reflections to include personal and world connections, thoughts, and responses to informational texts and media. (E1.Fig19A, E1.Fig19B; E1.12A, E1.12D; E1.15Ci, E1.15Cii, E1.15Ciii) ELPS 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins. (E1.1A, E1.1B) ELPS 1A, 1C, 1E, 1F, 1H; 5B, 5F, 5G 	
Key Understandings	<ul style="list-style-type: none"> Readers create connections to make text personally relevant and useful. Credibility of sources affects the reliability of information. Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. 	
TEKS	E1.1	Students understand new vocabulary and use it when reading and writing. Students are expected to:
	E1.1A	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. Supporting Standard
	E1.1B	Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words. Readiness Standard
	E1.Fig19	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth and increasingly more complex texts as they become self-directed, critical readers. Students are expected to:
	E1.Fig19A	Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing, and synthesizing, making connections, creating sensory images).
	E1.Fig19B	Make complex inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction, Expository) Supporting Standard (Literary Nonfiction, Poetry, Drama, Persuasive)
	E1.8	Reading/Comprehension of Informational Text/ Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from text to support their understanding. Students are expected to:
	E1.8A	Explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose. Readiness Standard
	E1.9	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and

		<i>provide evidence from text to support their understanding. Students are expected to:</i>
E1.9A	Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion. <i>Readiness Standard</i>	
E1.9B	Differentiate between opinions that are substantiated and unsubstantiated in the text. <i>Supporting Standard</i>	
E1.9C	Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns. <i>Readiness Standard</i>	
E1.9D	Synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. <i>Supporting Standard</i>	
<i>E1.12</i>	<i>Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i>	
E1.12A	Compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts. <i>Supporting Standard</i>	
E1.12D	Evaluate changes in formality and tone within the same medium for specific audiences and purposes. <i>Supporting Standard</i>	
<i>E1.13</i>	<i>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i>	
E1.13A	Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.	
E1.13B	Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning. <i>Readiness Standard</i>	
E1.13C	Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. <i>Readiness Standard</i>	
<i>E1.15</i>	<i>Writing/Expository and Procedural Texts. Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</i>	
E1.15A	Write an analytical essay of sufficient length that includes: <i>Readiness Standard</i>	
E1.15Ai	effective introductory and concluding paragraphs and a variety of sentence structures <i>Readiness Standard (Reporting Category 4) Supporting Standard (Reporting Category 5)</i>	
E1.15Aii	rhetorical devices and transitions between paragraphs <i>Readiness Standard (Reporting Category 4) Supporting Standard (Reporting Category 5)</i>	
E1.15Aiii	a controlling idea or thesis <i>Readiness Standard (Reporting Category 4) Supporting Standard (Reporting Category 5)</i>	
E1.15Aiv	an organizing structure appropriate to purpose, audience, and context <i>Readiness Standard (Reporting Category 4) Supporting Standard (Reporting Category 5)</i>	
E1.15Av	relevant information and valid inferences <i>Readiness Standard (Reporting Category 4) Supporting Standard (Reporting Category 5)</i>	
E1.15C	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:	
E1.15Ci	extends beyond a summary and literal analysis	
E1.15Cii	addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations	
E1.15Ciii	analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices	
<i>E1.17</i>	<i>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i>	
E1.17A	Use and understand the function of the following parts of speech in the context of reading, writing, and speaking: <i>Readiness Standard</i>	

	E1.17Ai	more complex active and passive tenses and verbals (gerunds, infinitives, participles) Supporting Standard
	E1.17Aii	restrictive and nonrestrictive relative clauses Supporting Standard
	E1.17Aiii	reciprocal pronouns (e.g., each other, one another) Supporting Standard
	E1.17C	Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). Readiness Standard
	E1.18	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
	E1.18B	Use correct punctuation marks including: Readiness Standard
	E1.18Bii	comma placement in nonrestrictive phrases, clauses Supporting Standard
	E1.18Biii	dashes to emphasize parenthetical information
Ongoing TEKS	E1.1	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
	E1.1E	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. Readiness Standard
	E1.13	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
	E1.13D	Edit drafts for grammar, mechanics, and spelling. Readiness Standard
	E1.13E	Edit drafts for grammar, mechanics, and spelling.
	E1.18	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
	E1.18A	Use conventions of capitalization. Readiness Standard
	E1.19	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
	E1.19A	Spell correctly, including using various resources to determine and check correct spellings. Readiness Standard
	E1.24	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:
	E1.24A	Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration.
	E1.24C	Evaluate the effectiveness of a speaker's main and supporting ideas.
	E1.26	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:
	E1.26A	Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building and setting ground rules for decision-making.
Materials	<ul style="list-style-type: none"> • Background information for expository text (1) • Chart paper • Colored pencils (2 different colors per student) • Computer lab access (optional) • Dictionary (class set) • Envelope (1 per pair) 	

	<ul style="list-style-type: none"> • Examples of effective and ineffective introductory and concluding paragraphs • Expository Text (class set) • Expository text of the same current event in videos (class set) • Informational text for Independent Reading text (1 per student) • Library access (optional) • List of resources (1 set per pair of students) • Packets of six unlabeled informational texts, 3 expository & 3 procedural (1 packet per pair of students) • Reader's Notebook (1 per student) • Short expository texts using a variety of organizational structures (1 per group) • Sticky notes • Teacher Reader's Notebook (1) • Teacher Writer's Notebook (1) • Thesaurus (class set) • Video clips for the same current event, but intended for different audiences • Vocabulary Notebook (1 per student) • Writer's Notebook (1 per student)
Attachments	<ul style="list-style-type: none"> • Handout: Analytical Essay Checklist (1 per student) • Handout: IR Book Page (1 per student) • Teacher Resource: English I Unit 03 Reading Appetizer (1) • Teacher Resource: English I Unit 03 Writing Appetizer (1) • Teacher Resource: Expository Introduction Options (1)
Resources and References	None identified.
Possible/Optional Literature Selections	District-adopted resources.